

Course English III Period Teacher J.Barnett
 Unit Ethan Frome Day 1 Date

Objectives: 1.02, 1.03 The student will demonstrate insight to the text through participation in the class discussion.
 4.01, 4.02 The student will critically analyze text to gain meaning and develop thematic connections between the fictional town of “Starkfield” and “Desert Places”.
 6.02 The student will discern and correct errors in writing.

Time Frame	Components (Responsibility/Grouping)	Assessment
20 min.	Warm-up: Students will complete daily grammar and start journal activity (Bloom’s: Knowledge). Journal prompt: What do you imagine a town named “Starkfield” would be like? If you were to paint a picture of it, what colors would you use? What season, climate, or region would you depict? Would you like to live in this town? Why or why not? Briefly discuss descriptive words chosen by students. (Bloom’s: Analysis and Evaluation)	Formative evaluation: Call on students to make sentence corrections. Formal Assessment of comprehension: Journal entry.
15 min.	Instructional Input: Think, Pair, Share: students will pair with neighbor to read <i>Desert Places</i> by Robert Frost, analyze the themes within the poem, and complete a worksheet. Describe the physical setting in this poem. How does the author feel about his surroundings? What do you think the author means by “my own desert places”? Brainstorm causes of isolation. (Bloom’s: Evaluation)	Informal assessment: Whole class discussion about the themes of physical and emotional isolation found in Frost’s poem.
10 min.	Introduction: <i>Ethan Frome</i> by Edith Wharton Students will complete and briefly discuss the anticipation guide. Give brief introduction of the author - a wealthy, American woman who had an unhappy marriage and spent most of her adult life abroad. Discuss author’s use of metaphor and simile to paint pictures with words. Discuss the author’s use of place as a character.	

Time Frame	Components (Responsibility/Grouping)	Assessment
15 min.	Class Reading: Students will take turns reading pages 3-7 of the prologue. Work as a class to determine what we know about Ethan from the text. Record observations (physical, social, and emotional) on a Triple T-Chart. Make textually-based inferences about Ethan's social and emotional state. Stop reading to point out the authors use of metaphor to paint a word picture. Make connections between the themes in <i>Desert Places</i> and the emerging themes in <i>Ethan Frome</i> . (Bloom's: Analysis and Synthesis)	Informal assessment: Assess students as they participate in discussion and answer questions.
15 min.	Student Activity: Introduce the Starkfield web graphic organizer and the character chart. Instruct students to use stickies to mark metaphors and similes. Students break into assigned reading groups to begin today's reading assignment and graphic organizers. (Bloom's: Application and Analysis)	Informal assessment: Circulate around the room and observe student work and progress.
10 min.	Debriefing: Each group will share and explain at least one metaphor or simile. Students will discuss how these metaphors enrich the reader's understanding of the text. (Bloom's: Comprehension and Analysis)	Formative evaluation: Assess students understanding of metaphor as they share examples.
5 min.	Closure: Instruct students to finish reading and to continue building the character list (linking themes with each character) and Starkfield web.	
homework	Read pages 7-22. Work on the Starkfield web and the Character chart. Finish and post journal entry.	